

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Anita De Paz

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name P.S. 39 The Henry Bristow School

(As it should appear in the official records)

School Mailing Address 417 6th Avenue

(If address is P.O. Box, also include street address.)

City Brooklyn State NY Zip Code+4 (9 digits total) 11215-3310

County Brooklyn

Telephone (718) 330-9310 Fax _____

Web site/URL http://www.ps39.org E-mail adepaz2@schools.nyc.gov

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent*Mrs. Anita Skop E-mail ASkop@schools.nyc.gov
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name 15 Tel. (718) 935-3424

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson N/A N/A N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 25 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 13 High schools
 - 0 K-12 schools
- 46 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☒ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	20	16	36
K	43	35	78
1	41	30	71
2	41	31	72
3	27	31	58
4	31	25	56
5	27	24	51
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	230	192	422

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 6 % Black or African American
 - 9 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2014	408
(5) Total transferred students in row (3) divided by total students in row (4)	0.034
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 4 %
16 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Chinese-any, Danish, French, German, Japanese, Korean, Mandarin, Norwegian, Polish, Russian, Urdu, Ukrainian

7. Students eligible for free/reduced-priced meals: 15 %
Total number students who qualify: 62
8. Students receiving special education services: 14 %
57 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>9</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>23</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 10
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes X No

If yes, select the year in which your school received the award. 2009

15. In a couple of sentences, provide the school's mission or vision statement.

The P.S. 39 family reflects the ethnic diversity of our vital community. In our unique, supportive and nurturing atmosphere, our children learn respect, tolerance, and appreciation for all people. We strive to enable all of our students (gen. ed., special ed., and ELL) to meet their potential in the 21st Century through a rigorous, standards-based curriculum and ongoing professional development. Cultivating our students' creative, analytical and critical thinking skills is at the heart of all curriculum areas.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Established in 1877 and located in the heart of Park Slope, P.S. 39 is one of the oldest elementary schools in New York City and has been educating the children of Brooklyn for 139 years! In that time it has come to be known as the “little red schoolhouse” where academic excellence and personal relationships are at the core of its educational program. PS 39 is somewhat of a rarity in NYC – a small school with approximately 420 students in grades PK -5. Physical space as well as educational philosophy has kept our class sizes below city averages and we’re proud of the fact that students and teachers across all grades know one another by name. We serve a community of students that come from numerous cultural backgrounds and diverse family structures and most students come from middle class families.

Although well known for its beautiful Victorian architectural style and small size, what truly makes P.S. 39 distinctive are its unique physical plant, progressive academic program, commitment to enrichment, and strong family involvement. Upon entering its doors visitors are immediately struck by the fact that our school doesn’t have hallways and is built “railroad” style with rooms that lead directly into one another, separated by doors. While a stranger might see this unique format as a challenge to rise above, members of our school community know that it’s an asset to be embraced as it fosters an intimate and exceptionally collaborative learning environment for students, staff and families. Within its walls the work that’s done inside classrooms is truly public to all who enter our building. It’s impossible for teachers to close their doors and work in isolation or to see themselves as somehow removed from the greater school community. As a former staff developer, I know that this physical structure creates the best spontaneous and authentic professional development laboratory one could ever hope for. Best practices and new ideas are constantly on display and can be readily observed just by opening a door and walking through our rooms. This layout coupled with the fact that there are only 2-3 classes on a grade has created a culture of tremendous collaboration and support that is rarely seen in most schools and helps teachers to examine student work, collaboratively plan curriculum, and develop personal relationships with their students and families.

P.S. 39’s mission is, “to cultivate a climate of growth for all members of its community. We teach and learn with passion and compassion, creating a learning environment that encourages conversation and exploration and celebrates the gifts and talents of each child”. To that end a high premium is placed on selecting curriculum and committing to teachers’ professional growth through professional development. In order to provide instruction that is effective, relevant, engaging and well rounded, PS 39 uses innovative teaching methodologies and curriculum such as workshop model pedagogy, balanced literacy, constructivist math, inquiry based social studies and science instruction and components of the School Wide Enrichment Model for teaching and learning. Our end goal is to provide responsive instruction to meet the needs of all students.

Enrichment is another important component of PS 39’s mission. We’re extremely fortunate that our students attend school in one of the most remarkable cities in the world! Teachers view our city as a learning laboratory and take advantage of its vast variety of cultural and historical resources to illustrate and enhance curriculum and learning. Classes regularly take trips to museums, concert halls, and other cultural institutions and landmarks to help bring learning to life in a very real way. In order to further enhance the standard curriculum and provide a well-rounded education for our students that meet all of their various needs, our school provides children with an array of partnerships during the school day. Partnerships are found on every grade and include those focused on critical thinking and problem solving (Chess, Musical Composition), wellness (Gardening, YMCA Swim), science/conservation (NYU Sprout Up Program), social emotional support (Mindfulness Education), and the arts (Arts Connection Dance, NY Philharmonic, New Victory Theater) to name just a few.

In addition to our reputation as a school of academic excellence, P.S. 39 is most often noted for its well-developed culture of “family”. Many of our students are second and third generation “39’ers” and staff turnover is minimal. Our staff fosters deep relationships with our families through constant communication and work collaboratively with them in the best interest of our children. Our PTA has been instrumental in supporting the school financially to ensure that we can provide the programs, services, supports, partnerships, and enrichments that we want for all of our students. Our parents play a key role in keeping instruction at P.S. 39 rigorous, stimulating and vibrant and are greatly appreciated by the principal and staff.

In 2009 PS 39 was fortunate to be named as a National Blue Ribbon Exemplary Achievement Gap Closing School. This honor was in recognition of our school's work to make curriculum accessible to all students and helping our struggling students achieve grade level standards. The recognition that our school received at that time as well as the knowledge that we gained in examining our curricular decisions and pedagogical practices during the Blue Ribbon process have certainly assisted us in being nominated as an Exemplary High Performing School. The honor of being named a National Blue Ribbon School helped our school community to be more confident in our abilities and more self-reflective in our work. While our core values never changed-to provide a well-rounded education that meets the needs of every students' through reflective and responsive teaching- we've grown enormously in our understandings of how to best achieve that goal.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Although we're a physically antiquated building in the very best sense, PS 39 offers students a progressive, comprehensive, and individualized educational experience. To ensure that every student receives high quality instruction to meet their specific learning needs, teachers uniformly utilize the workshop model to provide instruction. In all grades and across content areas teachers deliver specific mini-lessons that are aligned to both standards and unit goals. While students independently practice newly acquired skills/strategies the teacher provides instruction to small, flexible student groups that were formed by assessment to meet the specific instructional needs/goals of those particular students. Students understand their changing roles throughout the workshop and are expected to work independently utilizing assessment criteria and other structures for support. During each workshop there's an overall sense of collaboration between the teacher and the students as well as between students.

PS 39's core curriculum addresses both the Common Core Learning Standards and the needs of all learners, including those students who are performing below and above grade level standards. Teachers utilize the standards aligned Teachers College (TC) Balanced Literacy curriculum for reading and writing instruction. This curriculum and the workshop model used to teach it address the CCLS Instructional shifts of having students read a balance of informational and literary texts, the staircase of complexity through close reading, and text based conversations. Teachers meet monthly with TC coaches to review student work samples and assessment results to determine their instructional needs so that they can continuously revise lessons and align the curricula to help students meet the CCLS and form small instructional groups. Small group lessons are differentiated to meet the needs of struggling students and high achieving students. This year there is a school-wide initiative on improving formative assessment practices in reading to align instruction to CCLS Reading Standard 2 as well as other supporting reading standards. Teachers have created standards based success criteria for students as a means for them to self-assess their progress towards mastery of standards and determine their own next learning steps.

Teachers utilize the standards based GO MATH Curriculum for math instruction. However, math units of study are revised with the support of the Assistant Principal to incorporate the instructional shifts of the CCLS around math automaticity and the application of skills to complex problem solving. In grades K-1 TERC Investigations are included to supplement GO MATH and in grades K-5, each math unit includes a performance task selected from GO MATH or Exemplars in order to allow students opportunities to practice the application of math skills to complex problem solving as required by the instructional shifts of dual intensity and application. In math, grade level teams meet monthly with the assistant principal to review student summative unit assessment data and performance task results to analyze student performance in relationship to mastering CCLS math content standards and performance standards.

PS 39 utilizes a teacher created, inquiry based social studies curriculum and believes that student choice should be honored. Our application of the School Wide Enrichment Model approach to social studies instruction allows us to do so. The overarching goal of SEM is the application of gifted education pedagogy to all students, including those with IEP's and ELL students. SEM focuses on generating high levels of engagement through the use of high interest and challenging learning experiences that are constructed and differentiated around students' interests, learning styles and preferred modes of expression. All of our social studies units are planned and facilitated through the SEM in order to enhance and enrich the curriculum. This instructional approach allows student to self-select the area of the unit that they would like to study in greater depth as well as their preferred method to present their learning. This provides all students with opportunities for success and keeps students highly engaged in their learning and projects.

For science instruction our school has a designated science teacher who works with all students in grades K-5 in a dedicated science laboratory using the Full Option Science System (FOSS). FOSS integrates the ELA and Math CCLS into science and students receive both classroom level and lab instruction to engage them in active learning tasks.

Teachers create multiple entry points to the CCLS in all content areas by employing Universal Design for Learning (UDL) supports such as differentiated tasks, checklists, and rubrics to meet the diverse needs of all learners. They also provide differentiated levels of support for students to reach CCLS through the frequency of small group work, multiple co-teaching models in ICT classes and collaborating with push-in AIS (Academic Intervention Service) teachers. The administration of pre-unit math and on-demand writing assessments at the beginning of each unit helps teachers design differentiated instruction towards meeting the end of unit goals. The process for revising curriculum is formalized through the use of a Curriculum Map Revision Success Criteria that provides teachers with explicit guidelines to assist them in revising Reading, Writing, and Math curriculum based on students' needs to assist them in mastering the CCLS. This work is entered into GOOGLE DOCS so that revisions can be shared with grade colleagues and the administration in real time.

Part IV Core Curriculum Section 1B

Prekindergarten (PK) has played an important role at PS 39 for more than two decades. From its inception our PK program has consisted of two full day programs and follows the universal PK model where each class has a maximum of eighteen students and is led by one classroom teacher and one paraprofessional. Our PK curriculum is social/emotionally and inquiry based. Teachers integrate Blocks/Construction, Science/Discovery, Art, and Dramatic Play activities throughout the day to provide authentic opportunities for children to gain literacy and math skills, explore new concepts, express themselves, and make connections to their lives in meaningful ways.

2. Other Curriculum Areas:

Instruction in other curriculum areas follows the same philosophical approach as in the core content areas. Planning, inquiry, self-assessment and reflection are at the heart of art, music, technology and physical education and our school has dedicated visual arts, music, and physical education teachers all of whom work directly with students in grades K-5.

Art instruction at PS 39 involves teaching students about art forms, mediums, styles, movements and influential artists. Students develop an artistic voice through building technical and expressive skills in various art forms. The use of terminology specific to each art form or medium helps students build oral and written communication skills that allow them to share discovered connections, analyze criteria and explain artistic choices. Students' build self-confidence, motivation and gain the ability to take positive risks while learning to see a project through from beginning to end. As part of our art instruction students learn to form and express their opinions constructively and to give and receive specific feedback to one another.

Music education is a vital aspect of our school's curriculum. At PS 39, each child in grades PK-5 receives general/vocal music instruction. Students learn music fundamentals in a supportive, nurturing environment and many of their music lessons coordinate with ongoing social studies units. In kindergarten, first, and second grades, students use their voices, bodies and rhythm instruments to develop their musicianship. Students in grades 3-5 also begin playing recorder to further enhance beginning note reading and ear training. Music instruction in grades 3-5 is also enriched by an extensive partnership with the NY Philharmonic Orchestra. Through this partnership, students work directly with NY Philharmonic musicians to learn specifics about classical music, parts of the orchestra, and music appreciation as well as basic musical composition skills. Every spring each class composes an original musical piece that they perform on the recorder for our school and families. Our students attend a NY Philharmonic Concert at Lincoln center as part of this work and a quartet comes to our school to perform an instructional concert for students. Another important component of our NYP partnership is our after school Young Composers program for fifth grade students. This program is open to students who have demonstrated a particular interest or aptitude for musical composition. These students receive more in-depth musical composition instruction and create individual pieces over the course of several months. Their pieces are then performed for our school community by a NY Philharmonic ensemble. We're extremely proud that over the past seven years, two of our students' pieces have been selected to be performed by the full NY Philharmonic Orchestra at Lincoln Center!

Physical education plays a critical role in educating the whole student and is important to our mission to provide students with a well-rounded education. We believe that physical education contributes directly to the development of physical competence and fitness. It also helps students to make informed choices and understand the value of leading a physically active lifestyle. Our physical education program emphasizes the development of fundamental loco motor, non-loco motor, and manipulative skills through the content areas of educational games, dance, and movement. This movement framework, (i.e., body, space, effort, and relationship) forms the basis for developing, expanding, and refining children's range of motor skills and awareness. As a result of physical education instruction, students show increased physical/ spatial awareness, dexterity, and fine motor skills and demonstrate increased success in developing team work and problem solving skills.

3. Instructional Methods and Interventions:

The workshop model is the primary instructional method utilized at our school. Students participate in a mini-lesson that lasts for approximately 10-15 minutes. Teachers begin each lesson with explicit teaching and modeling of content. This is followed by an active engagement or guided practice where students can try out the new skill with teacher support. Following the mini-lesson, students spend 25-30 minutes engaged in independent work time. During this work time students are practicing the skill(s) taught during the mini-lesson while the teacher pulls small groups and/or confers individually with students. These small groups and conferences are designed to meet individual student needs.

Mini-lessons are selected based upon the content of the unit and needs of students. Teachers utilize pre-unit assessments to determine the areas students have mastery of and what areas need more explicit teaching to design their daily lessons. Although teachers on each grade plan with the same curriculum maps and goals in mind for each unit, their day-to-day lessons reflect the needs and learning styles of the individual students in their class. Within each class, students that have shown mastery of specific skills are "opted out" of a mini-lesson and provided with enrichment tasks and then meet with the teacher in a small group to work on skills targeted to their particular needs.

Teachers design mini-lessons utilizing the Universal Design for Learning (UDL) framework. The UDL framework operates on the premise that curricula are designed with flexible methods, materials and assessments so that the needs of all learners can be met from the onset. Teachers intentionally design lessons that address individual student differences. Teachers utilize Smartboards, document cameras, various forms of graphic organizers, differentiated tasks, checklists and rubrics to meet the diverse needs of all of our learners. Lessons and assignments are created with multiple entry points so that high achieving students and struggling students can actively participate and complete standards level work.

There is one class on each grade that has a full-time (all day) or part-time (half day) Integrated Co-Teaching (ICT) setting. In these classes there is a special education teacher and a general education teacher. These teachers plan collaboratively to utilize the different methods of co-teaching to meet student needs. Our ICT classrooms primarily utilize parallel teaching, alternative teaching, and station teaching to meet the needs of all learners in the classroom. There is no observable distinction between special education students and general education students within the ICT classroom. Students with IEPs may participate in advanced work while general education students may work with the special education teacher on remediating skills as needed. Our ICT teachers work to meet the needs of all students.

Our non-ICT classes have an AIS provider assigned to their class 2-3 periods a week. The purpose of the AIS provider is two-fold. Their first purpose is to work specifically with students that are identified as struggling based on reading and math data collected monthly via Google Sheets. They provided targeted instruction within the classroom curriculum to help students approach grade level standards. The second purpose of the AIS provider is to provide real-time, in the moment support to students in the class during lessons and independent work. AIS providers may work with small groups or co-teach with classroom teachers to help student's access grade level material. The AIS provider plans with the classroom teacher to determine the best way to support students.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Formative assessment is integrated into daily instruction. Teachers build questioning; mid-workshop reminders, conferencing, and small group work into daily lessons to check for student understanding. Students regularly use visual supports such as anchor and process charts, mentor texts, and checklists and rubrics to self-assess their work. Teachers monitor understanding using strategies that include exit slips, post-it work, notebook work, student discussions, and formal task work. These methods provide teachers with formative assessment data that is used to drive future lessons. This year our school has been working on strengthening formative assessment practices by creating standards based, explicit assessment criteria for students to reference as they work and to provide the foundation for assessment conversations.

In addition to on-going classroom assessments, PS 39 uses numerous formal assessment structures used. In math, teachers administer pre-tests prior to the start of a unit. Teachers use this information to adjust whole group lessons and math small groups to provide differentiated learning opportunities based on students' level of mastery. Post-unit assessments are administered to assess student mastery of content at the end of a unit. Students also take 3 benchmark assessments across the year (September, January, June) to determine progress towards meeting grade level standards.

In reading, students are formally assessed 4 times across the year using the Fountas and Pinnell Benchmark Assessment System to determine progress towards meeting grade level reading standards. Informal running records are administered as necessary between benchmarking cycles to inform instruction and meet individual student needs. Our teachers have worked to create "Success Criteria" around reading standards and students use them to self-assess progress towards mastery of the reading standards.

In writing, teachers utilize pre-unit and post-unit on demand writing assessments that are aligned to the Teacher's College units of study. Teachers use pre-and post-unit on demand writing assessments to adjust whole group lessons and small groups to provide differentiated learning opportunities based on students' level of mastery. Two TC staff developers work with staff every month to refine curriculum and develop small group instruction based on an analysis of student writing work and on demand pieces.

School-wide student performance data in reading, writing, and math is collected in electronic data notebooks for each class via Google Sheets. This data is analyzed by the administration to identify trends in student performance and identify students in need of additional AIS Services. Teachers use a formal Data Protocol to review and analyze class and grade level performance trends to revise existing curriculum maps, as well as day-to-day and small group lesson planning. Student Assessment Portfolios are sent home four times per year. These portfolios provide families with grade level performance benchmarks across the year within the context of grade level benchmarks as well as highly specific information about next steps to support their child's progress towards mastering the standards.

High levels of achievement are maintained through the constant revision of curriculum based on student performance data. Teachers utilize curriculum as a framework to guide their work, but continually revise units and lessons based on the specific needs of their students. Instruction does not look exactly the same in each classroom because it is responsive to the needs of the students in the classroom.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Every stakeholder in the PS 39 learning community (students, staff, and families) understands that each of us is responsible for collaborating daily to ensure that every child is fully prepared for the future progression of their education and the ultimate goal of becoming productive adults who achieve personal success and contribute to the success of society. Creating a culture of collaboration is the very heart of PS 39. Continuous school improvement is only possible through continuous learning and successful collaboration is only possible when all individuals are viewed holistically in an environment built upon support and trust. At the micro level our teachers establish learning environments where students feel safe, supported, challenged by their teachers and peers, and confident to take risks. These nurturing practices in the classroom contribute to an overall school culture of support.

Our approach to teaching and learning encompasses the full complexity of each child and considers the interaction between their academic, social, and emotional growth to maximize their impact on student learning. In order to engage and motivate students we make conscious decisions about using rigorous curriculum and intellectually challenging learning tasks so that they're actively engaged in ambitious intellectual activity to assist them in developing critical thinking skills. We further enrich curriculum by supplementing it with varied partnerships and residencies to appeal to students numerous interests and learning styles and provide opportunities for them to represent their learning in numerous ways. Instruction is inclusive and customized to meet students' individual learning needs through small group instruction. We also believe that students are most motivated when they are personally invested in their work and school. To that end we provide multiple opportunities for students to have voice and choice as members of our school community. Through school wide enrichment practices students decide what they will study in depth and how they'll present their learning to others, in reading and writing students self-select their texts and writing topics and in math they represent their problem solving in multiple ways. Our students also have multiple leadership vehicles to contribute to our school including Student Council, Green Team, Gardening Committee and acting as School Ambassadors.

At PS 39 every child is know well by at least 3-4 adults in our school and we provide Mindfulness instruction, additional guidance support and a dedicated CARE (Creating A Respectful Environment) team to address their social/ emotional needs and to provide them with the tools that will help them self-monitor and regulate their behavior.

In order for teachers to feel valued and supported they, too, must be provided with opportunities for voice and choice in our school. Our teachers are committed to the success and improvement of their classrooms and school and must know that their knowledge, expertise, and ideas are valuable contributions to our community of learners. Access to high quality professional development that is selected by teachers to meet their needs messages that the administration sees them as important assets worthy of investment and development while providing opportunities for them to participate in making important school decisions ensures that their voices are recognized and honored. At PS 39 teachers serve on a multitude of teams to support advise the administration when making important decisions. These teams include instructional grade level teams, our school cabinet, professional development team, special education team, enrichment team, school safety team, wellness committee, celebration committee, and CARE team. Teacher input in each of these areas is instrumental in ensuring that decisions made regarding our students consider the perspective of those that spend the most time with them and are responsible for their daily instruction.

2. Engaging Families and Community:

One contributor to our school's success is our collaborative relationship with our families. To create strong partnerships teachers communicate frequently with families regarding curriculum and student performance. Families are invited to attend Curriculum Nights two times per year. The Fall Curriculum Night provides parents with information about grade level curriculum and expectations for the school year while the Spring Curriculum Night provides teachers with an opportunity to give families information about what to expect

in their child's next grade.

To provide families with holistic information about their child teachers write personal narratives for every student 3 times per year. These detailed narratives provide parents with information about their child's social emotional functioning as well as information about student strengths and challenges, as well as strategies to support students at home in reading, writing, and math. These narratives are sent home with report cards and student assessment portfolios. Student Assessment Portfolios are sent home with report cards but can be requested by families at any time. Portfolios provide families with their child's assessment information within the context of grade level standards and allow families to review their child's work samples alongside assessment rubrics and grade level performance benchmarks to help them gauge progress. These portfolios also provide families with highly specific information about next steps to support their child's progress towards mastering the standards.

Families have frequent access to classrooms through Monthly Family Fridays, frequent writing celebrations and project shares, and open classroom week. These vehicles provide parents with opportunities to see the teaching and learning that happens in their children's classrooms so that they have a deeper understanding of our teaching methods and student work products. For those families who are unable to attend these events, our school website posts photos for them to enjoy as well as all materials provided at our family workshops.

Our partnership with families extends beyond academics. In order to increase the number of parents participating in shared decision making processes beyond the PTA Executive Board and the School Leadership Team (SLT), we have formed four parent/teacher teams this year. These teams included the C.A.R.E. Team (Creating a Respectful Environment), the Wellness Team, the Gardening Team, and the Celebrations/Special Events Team. Each team meets monthly during dedicated Parent Engagement Time to set on-going goals and accompanying action plans.

Our PTA works collaboratively with the school's administration to tackle the budgetary challenges of our non-Title I, non-Title III School. With the support of the PTA, the school's budget is almost entirely allocated to funding necessary personnel. PTA support has made possible the hiring of 3 part-time AIS providers who support struggling, non-IEP students across grades K-5; the funding of our long-standing professional development collaboration with Teacher's College; the funding of our professional development partnership with The Core Collaborative, and a multitude of enrichment partnerships so that every student has access to arts residencies that are aligned to and deepen content curriculum. (Chess, NY Philharmonic, Spout UP, New Victory Theater, City College Poetry Outreach, Swim, Armory). PTA funding also allows for an additional day of Guidance Counselor support to meet the social/emotional needs of our students.

3. Professional Development:

The professional development plan for our school is developed based on a variety of factors. Goals for the school year are set by the School Leadership Team. These goals, in conjunction with needed curriculum supports and needs identified by teachers and administrators are used to create the school professional development plan. Teacher-identified needs are communicated to administration through the Professional Development (PD) Team. This team is composed of a teacher from every grade level (PK-grade 5) and meets monthly. The team serves as an advisory panel to plan teacher identified professional development supports and any necessary school wide professional development throughout the year.

PS 39's professional development plan is comprised of 3 key components. The first is curriculum support. Our school partners with the Teacher's College Reading and Writing Project (TCRWP) to support literacy instruction. The principal attends monthly leadership conferences at Teachers College designed to continuously build her capacity as an instructional leader. Teachers also self-select workshops to attend that focus on specific reading and writing topics to support their instructional practices. Teachers then turn-key this information to their colleagues in order to share best practices and build capacity. The final TCRWP also provides our school with a lower grade coach (K-2) and an upper grade coach (3-5) that visit the building on a monthly basis to conduct classroom lab sites and teacher support meetings. This three-

pronged approach of leadership workshops, teacher workshops, and in-school teacher support allows our staff to continuously improve and strengthen literacy instruction to improve student achievement outcomes.

Our school community has identified improving formative assessment practices as a professional development goal. To achieve this goal we participate in a Professional Learning Community (PLC) with 4 additional schools. This PLC has partnered with the Core Collaborative consultants to guide our work in this area. Teachers meet in grade bands from each school (K-1, 2-3, and 4-5) within the PLC 3 times over the course of the year to receive professional development from a Core Collaborative Consultant and work collaboratively to share ideas and best practices. This work focuses on creating curriculum maps and structures that are focused on highly specific success criteria so that students understand precisely how to demonstrate their learning of the Common Core Learning Standards. Principals within the PLC meet via phone conference to discuss the goals of the work and next steps for the consultant. In addition to working with the consultant, intervisitations are conducted between the schools within the PLC to further refine and improve the work.

The second component of our professional development plan focuses on teacher observations and practice. Teachers have self-affiliated with peers to improve in a single area of practice based on past observation ratings. Within each peer group, teachers observe one another and provide feedback utilizing a research based rubric. All teachers participate in initial planning conferences with an administrator, ongoing classroom based observations, and summative end of year conferences. At the beginning of the school year, all teachers were informally observed twice and provided with feedback prior to the initiation of ratable observations as well as with a letter of celebration outlining the existing successes in their practice. Classroom based observations always include individual and personalized feedback conversations with administrators to discuss specific next steps and review student work samples from each observation. The principal and assistant principal meet regularly to discuss emerging trends from observations to inform on-going professional development decisions.

The final component of our professional development plan focuses on in-house professional development. An 80 minute block afterschool is set aside every Monday for professional development. The PD Team plays a large role in deciding how this professional development time is used based on needs identified by teachers and administrators. The PD plan includes time to work for vertical and grade teams to work on the school's formative assessment goals. This plan also includes time for teachers to meet in their peer observation groups, for teachers to lead workshops on topics of interest, and for teachers to work in teams to analyze student work.

4. School Leadership:

The adage, "it takes a village" certainly applies to school leadership! The creation and maintenance of a successful school is extremely complex and demanding and cannot fall upon the shoulders of a few individuals. Such success is dependent upon building the leadership capacity of many stakeholders so that this work can be addressed efficiently and consistently.

PS 39's leadership philosophy centers upon the idea that leadership is primarily about learning together through reciprocal processes. Leadership involves creating opportunities to surface perceptions through continuous dialogue, to engage in inquiry about practice through reflection, generate ideas, collaboratively make decisions, and create action plans towards school improvement. This philosophy of distributive leadership is marked by facilitation and collaboration and the belief that leadership is not the sole domain of individuals and dictated by title or position. Numerous structures are in place to allow teachers and parents to take leading roles and participate in shared decision making processes in collaboration with the administration.

Parents' voice contributes to our school through 3 primary vehicles: the School Leadership Team (SLT), the PTA Executive Board, and Parent/Teacher Teams. The SLT is composed of the Principal, Assistant Principal, Parent Coordinator, UFT Chapter Leader, 3 teachers, and 3 parents. Parents and teachers are elected members of the team and serve for a term of 2 years. The SLT is responsible for creating the Comprehensive Education Plan (CEP) which outlines goals for the school year and creates specific action

plans and aligns our budget and resources to help achieve these goals. The SLT regularly evaluates and assesses the school's educational progress toward our CEP goals and their effects on student achievement.

Our Parent Teacher Association (PTA) Executive Board meets with the administration frequently to discuss parent concerns and ideas for improvement so that the funds that they raise can support the school's educational goals for students and the school's vision. Our PTA is a critical contributor to our school's success as their funding supports professional development, academic intervention support personnel, and enrichment partnerships for our students. Without their support we would be unable to realize our school's vision. The PTA Executive Board is also instrumental in coordinating volunteers to provide students and teachers with classroom level support.

In order to increase the number of family participation in shared decision making processes beyond the SLT and PTA Executive Board, we have formed four parent/teacher teams that include the C.A.R.E. Team (Creating a Respectful Environment), the Wellness Team, the Gardening Team, and the Celebrations/Special Events Team to address students' interests and other than academic needs. Each team meets once a month to discuss school concerns, problem solve, and plan activities for students.

Leadership opportunities are provided to teachers as members of various teams. Every teacher at PS 39 participates on at least one team. Every teacher is a member of a grade level instructional team and can elect to serve on any of the following school teams: SLT, Parent/Teacher Teams (described above), School Cabinet, and School Implementation Team (SIT). Grade level teams meet weekly for a variety of instructional purposes. Grade teams select the focus of their weekly meetings and utilize one of 3 established protocols to guide their work. One protocol teams may use is the Data Inquiry Meeting Protocol. This protocol allows teachers to formally examine student work and make classroom-level and grade level instructional modifications based on student needs. Another protocol teams may use is the Curriculum Map Revision protocol which assists teachers in making revisions to school curriculum maps based on student performance data. The goal of all grade meetings is to empower teachers to make instructional decisions that ensure high levels of student achievement. A general Team Meeting Protocol is used for other purposes not limited to formative assessment work, creating unit supports for students, or creating rubrics or assessments.

The School Cabinet is comprised of the Principal, Assistant Principal, UFT Chapter Leader, an additional 4 teacher members representing K-1; 2-3; 4-5 and cluster teachers and was created to create an opportunity for teachers to contribute to school wide organizational and instructional decisions such as concerning our academic support plans, school wide structures/ systems for assessing and communicating student progress, the use of discretionary funds, and use of instructional and planning time.

The School Implementation Team (SIT) is composed of the Principal, Assistant Principal, School Psychologist, a special education teacher and a general education teacher. The role of this team is to provide specific, actionable, feedback to teachers on writing quality IEPs. The SIT works with teachers to ensure that student IEPs include explicit goals as well as the critical services and supports to ensure that students are able to meet the rigors of the Common Core.

Part VI – INDICATORS OF ACADEMIC SUCCESS

The use of strong formative assessment practices is one of the keys to P.S. 39's academic success. The purpose of formative assessment is for students to make their learning visible so that teachers can tailor instruction based on their needs. We strive to make our teaching and expectations of students highly explicit so that students understand exactly what they need to learn and how they will demonstrate that they have successfully learned it. Our ultimate goal is to create "assessment capable learners." Assessment capable learners are students that can look their own work and identify where they are on a continuum of learning, and identify their next learning steps to help them move along the continuum toward ultimate mastery of the standards. Assessment capable learners are empowered to take ownership of their own learning and accompanying success.

As a school, we chose to begin our formative assessment work in reading. We partnered with the Core Collaborative and a cohort of like-minded schools that shared our vision for this work. Our first step was to "unpack" the Common Core Reading standards. This unpacking process was an opportunity for teachers to dive deeply into the standards to learn exactly what students need to learn and be able to do to demonstrate mastery of these standards. The unpacking process allowed teachers to have a shared understanding of what mastery means for each standard at each grade level as well as between grade levels. Considering the standards as a continuum helped teachers understand that their students' performance wasn't necessarily tied to grade level standards but may be tied to standards below or above them. This allows teachers to specifically plan ways to bring students up to grade level standards as well as enriching instruction for student who are performing above them.

Our teachers chose to hone in and focus on reading standard 2 as a priority standard. This standard was selected because it is a high leverage standard that impacts mastery of several other reading standards. Teachers worked in teams to create "success criteria" for this standard for reading literary texts and non-fiction texts. The purpose of success criteria is to help students understand with complete clarity how their work will be assessed, develop a common language of assessment to guide self-assessment and teacher/student assessment conversations, and provide guidelines for students to determine their own learning goals. Curriculum maps were revised to include success criteria to ensure consistency across all classes on a grade.

Teachers introduce the success criteria to students at the beginning of each unit. Teachers explicitly model and teach into how to create reading work that aligns with the expectations outlined in the success criteria. Students have multiple opportunities to use the success criteria in both guided and independent practice and self-assess their work and peer-assess the work of others across the unit utilizing this important tool. Teachers give specific, actionable next steps using the success criteria. As the year progresses, feedback becomes less teacher driven and more student driven as students become personally responsible for guiding their own academic progress.

Although we began this work in reading, these practices have permeated all aspects of our curriculum. Teachers are purposeful in setting specific learning intentions for each lesson and proving students with success criteria in order to achieve these learning intentions. This clarity in expectations and our quest to build assessment capable learners is one of the major contributing factors to our success.